

History Progression

	KNOWLEDGE	OUTCOMES
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Know and understand the terms BC and AD • Know and understand the term 'chronology' and the concepts of continuity and change • Know how historians find out about the past and know what archaeology is • Know and understand the what 'primary' source is • Know and understand the term 'pre-historic' and that pre-history is divided into Stone Age, Bronze Age and Iron Age. • Know what a Hunter-gatherer is and how they lived. • Know what changed and stayed the same in prehistoric Britain • Know about the Neolithic village Skara Brae • Know the key changes to Britain during the Bronze Age • Know about hill forts • Know who a Celt is • Know the similarities and differences between the Stone Age, Bronze Age and Iron Age 	<p>All Pupils can put Stone age, Bronze and Iron age in chronological order Know what a hunter gatherer is Know one fact about life in a Neolithic village Know one reason why hill forts were built</p> <p>Most Know the term 'prehistoric' Pupils can put Stone age Bronze and Iron age in chronological order and know that the Stone Age can be divided into 3 parts (old, middle and new). Know what a hunter gatherer is and can identify some of the foods they ate and tools they used. Can recognise the features of a Neolithic settlement. Can identify some features of a hill fort and can explain what went on inside one.</p> <p>Some Know that the Stone Age can be divided into three periods: Palaeolithic (old Stone Age 2.5m-10,000 BC); Mesolithic (Middle Stone Age 8000-4000BC); Neolithic (New Stone Age 3,500 BC) Know a range of positive and negative impacts of the introduction of bronze to Britain. Can identify advantages and disadvantages of a hill fort and the importance of location in building a hill fort.</p>
	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Know and understand the terms BC and AD • Know and understand the term 'chronology' • Understand how artefacts and eyewitness accounts can help our understanding of past civilisations • Know and understand the term 'empire' and know where the Roman Empire began and how it expanded • Know and understand why the Roman Army was so powerful • Know about Julius Caesar's attempted invasion of Britain in 55-54 BC • Know about the successful invasion of Claudius in AD43. • Know about the Celt resistance to the Roman invasions, including the story of Boudicca • Know the parts of Britain that the Romans settled in • Know that the Romans built roads and towns and can name some Cities (Chichester) and Roman Roads (Stane Street). • Know the features of a Roman town (aqueducts, baths, basilicas, temples, forums) • Know about the different Roman houses in particular villas and palaces including the building of Roman villas (Bignor); Palaces (Fishbourne); • Know the different members of Roman society • Know about the 'Romanisation' of Britain and the legacy they left 	<p>All Pupils know when Rome was founded and where Rome is on a map Pupils know the Roman Empire spread because of the success of the Roman Army. Pupils know that Caesar and Claudius were the emperors who tried to invade Britain Pupils recognise that there was a resistance to Roman rule from the Celts and Boudicca Pupils know the Romans built straight roads between towns and cities Pupils know 1 feature of a Roman town Pupils know that rich Romans lived in villas and palaces Pupils know that the emperor is the most important person in Roman society and the slave is the least important Pupils know 1 way the Romans changed Britain.</p> <p>Most Pupils can understand why the Romans invaded Britain and can put the reasons for the invasion in order of importance. Pupils can describe the different invasions of Britain by Caesar and Claudius. Pupils can name the different types of soldiers in, and some the weapons used by the Roman Army. Pupils can describe why the Romans built roads Pupils can describe what Roman towns were like Pupils can describe the some of the different members of Roman society Romans can describe the different types of Roman houses in particular the features of a villa Pupils can talk about the Roman legacy in Britain.</p> <p>Some Pupils can reason whether Julius' invasion was a success or not and reasons why Claudius was successful. Pupils can explain how the Roman army was such an effective fighting force. Pupils can recognise what made Boudicca a strong leader and explain why the Romans beat her. Pupils can explain why the Romans built roads Pupils can describe what Roman towns were like and list several features</p>

		<p>Pupils can explain how Roman society was unequal Romans can describe the different types of Roman houses in particular the features of a villa Pupils can talk about the benefits of Roman rule in Britain.</p>
<p>Year 4</p>	<p>Britain’s Settlement by the Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ● Know and understand the terms BC and AD ● Know and understand the term ‘chronology’ ● Know how historians find out about the past ● Know and understand the a ‘primary’ sources is ● Know why the Romans left Britain in 410 AD ● Know who the Scots are and why they invaded Britain ● Know who the Anglo Saxons were and why they invaded Britain ● Know where the Anglo Saxons settled and how we know this ● Know what life was like in a Saxon settlement ● Know how to describe Anglo-Saxon artefacts and explain what they can teach us about Anglo- Saxon culture. ● Know about the Anglo-Saxon laws and justice system 	<p>All Pupils can identify some of the invaders who arrived after the Romans Pupils know one reason the Anglo-Saxon invaded Britain Pupils know that urns and place names help us to know where the Anglo Saxons settled Pupils know one fact about life in in Most Saxon settlement Pupils know one trial that Anglo-Saxons used in their laws</p> <p>Most Pupils know why the Romans left Britain Pupils know who the Anglo- Saxons and Scots were and where they came from Pupils know several push and pull reasons for why the Anglo-Saxons invaded Britain Pupils know where the Anglo Saxons settled based on primary resources Pupils can identify some features of Anglo-Saxon village life Pupils can describe what Anglo-Saxon laws and justice was like</p> <p>Some Pupils know how letters discovered help us to understand why the Romans left Britain. Pupils can explain why the Anglo-Saxons settled in Britain Pupils can explain why primary resources tell us where the Anglo-Saxons settled Pupils can explain different sections of Anglo-Saxon life.</p>
	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> ● Know and understand the terms BC and AD ● Know and understand the term ‘chronology’ ● Know how historians/archaeologists find out about the past ● Know and understand the a ‘primary’ sources is ● Know who the Vikings are and where they came from ● Know about Viking life ● Begin to know how we know about the Vikings ● Know about why the Vikings were successful explorers and travellers ● Know the main features of a Viking longship know why the Vikings invaded Britain ● Know about eh Viking raid of Lindisfarne in AD793 Know about the Vikings beliefs and mythology ● Know who Alfred the Great was and how he defeated the Vikings ● Know that some Vikings settled in Britain in Daneland ● Know some of the Viking gods ● Know what the main events in Anglo-Saxon and Viking rule are ● Know Edward the Confessor was the last king of the Anglo-Saxons 	<p>All Pupils know where the Vikings came from Pupils know the Vikings were warriors and farmers Pupils know the basic parts of a longship and can give one reason for why they contribute towards them being successful explorers, raiders and travellers. Pupils know one reason for why the Vikings invaded Pupils know that the Vikings raided a monastery in Lindisfarne in AD793 Pupils recognise that Alfred was a great king who beat the Vikings Pupils know one of the Viking gods Pupils know who Edward the Confessor was</p> <p>Most Pupils know where the Viking came from Pupils know who the Vikings were (farmers, sailors, warriors, had own alphabet, religion) Pupils know the parts of a longship and can give three reason for why they contribute towards them being successful explorers, raiders and travellers. Pupils know three reasons for why the Vikings invaded Pupils know that the Vikings raided a monastery in Lindisfarne in AD793 Pupils can explain how Alfred managed to beat the Vikings Pupils know about the Viking beliefs including able to name 3 different gods Pupils can place Edward the Confessors reign on a timeline</p> <p>Some Pupils know who the Vikings were and where they came from and settled in Britain Pupils know the parts of a longship and can explain why they contribute towards them being successful explorers, raiders and travellers. Pupils can explain why Vikings came to settle in Britain Pupils know the events of the Vikings raid of a monastery in Lindisfarne in AD793 Pupils can explain Alfred’s victory and how he maintained control Pupils can place key events on a time line.</p>

	<p>Most non- European society that provides contrasts with British history : Maya civilisation Ad 900.</p> <ul style="list-style-type: none"> • Know and understand the terms BC and AD • Have a sense of chronology • Know and understand the term ‘civilisation’ • Understand how artefacts and eyewitness accounts can help our understanding of past civilisations • Know when the Mayan civilisation was by placing the key events in Mayan history on a timeline • Know the key events in British History during the Mayan era • Know who the Mayans were • Know and understand Maya society • Know how the Maya lived • Know some of the Mayan achievements and can compare these to those of the Romans • Know the connections, similarities and differences with British history compared to Maya • Know who Frederick Catherwood is 	<p>All Pupil can place the some key events from Mayan and British history in chronological order on a time line Pupils can explain how we know about the Maya from the ruins of cities Pupils know the most important person in Mayan society was the priest and slaves were the least important. Pupils know that the Mayans had a different alphabet, language and number system. Pupils know one achievement of the Maya.</p> <p>Most Pupil can place most key events from Mayan and British history in chronological order on a time line Pupils can explain how we know about the Maya from different sources (Frederick Catherwood and ruins of cities) Pupils can describe some aspects of the Mayan city of Chichen Itza. Pupils know the main people in Mayan society Pupils can explain some of the aspects of how the Maya lived Pupils can understand some of the achievements of the Maya and can compare these to the Romans.</p> <p>Some Pupil can place key events from Mayan and British history in chronological order on a time line Pupils can explain how we know about the Maya from different sources (Frederick Catherwood and ruins of cities) and understand how some are more reliable than others. Pupils can describe aspects of the Mayan city of Chichen Itza. Pupils know the social order of main people in Mayan society. Pupils know what life was like for Mayan people. Pupils can identify the important achievements of the Maya and can compare them to those of the Romans, justifying their opinions.</p>
<p>Year 5</p>	<p>Most local study/ Most study of a an aspect or theme in British history beyond 1066 – Life on the Homefront on Hayling Island in World War 1</p> <ul style="list-style-type: none"> • Know and understand the term ‘empire’ and the extent of the British Empire in 1914 • Begin to know the provenance of ‘primary’ and ‘secondary’ sources and question how reliable they are • Know what Hayling Island was like in 1914 and place 1914 to 1918 on a time line of British history learnt so far • Know why World War 1 began • Know who Franz Ferdinand was • Know how to devise historically valid questions about why so many men chose to enlist to fight in the British army in 1914 and know what ‘propaganda’ is. • Know, explore and analyse a range of sources that tell us what World War 1 was like and why it was so bad (photographs and footage of war; primary accounts – letters, diaries etc;) • Know about what life was like for a soldier in the trenches • Know the impact of war on Hayling Island – know how it affected the people including woman and children; know about the Army 	<p>All Pupils know one fact about what life was like in Britain and Hayling in 1914. Pupils know what ‘empire’ means and what the British Empire is. Pupils know that WW1 began when Franz Ferdinand was killed. Pupils know 1 reason for why men signed up to fight. Pupils know what sources of information are and how they tell us about what life was like for soldiers Pupils know one impact of the war was on Hayling Island.</p> <p>Most Pupils know some facts about what life was like in Britain and Hayling in 1914. Pupils know what ‘empire’ means and what the British Empire is. Pupils know some of the events that began WW1 Pupils know some reasons why men signed up to fight and know what propaganda is Pupils know the difference between primary and secondary sources and which is more reliable Pupils can talk about what life was like in the trenches Pupils know what the impact of the war was on Hayling Island.</p> <p>Some Pupils know what life was like in Britain and Hayling in 1914. Pupils know what ‘empire’ means and what the British Empire is including some of the countries it rules over. Pupils know the different reasons for why WW1 began. Pupils know several reasons for why men enlisted to fight including propaganda. Pupils can analyse different sources of information and can explain what life was life for soldiers in the trenches. Pupils know what the impact of the war was on Hayling Island and Great Britain.</p>

	<p>convalescent hospital and school of musketry on Hayling Island</p> <ul style="list-style-type: none"> • Know how world war 1 ended • Know what armistice is 	
	<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> • Know and understand the terms BC and AD and can order key events on a timeline. • Know how archaeologists find out about the past and know what archaeology is • Know and understand the term ‘civilisation’ • Know where on a map of the world where the earliest civilisations appeared and know how long they existed for (Ancient Sumer- South Iraq, 4500 BC- 1900BC; Indus Valley – Pakistan, 2500BC – 1700 BC; Ancient Egypt – Egypt, 3000 BC – 30BC; Shang Dynasty- China, 1766BC – 1122BC) • Know that Egypt is in Africa • Know the importance of the River Nile and how the Egyptians used this to farm the land. • Know how we know about the Ancient Egyptians through the discovery of artefacts found in tombs and pyramids including knowing about the major discovery of Tutankhamun’s tomb by Howard Carter. • Know what a pharaoh is and who Tutankhamun was • Know how and why the Ancient Egyptians mummified their dead • Know how the Egyptians built their pyramids • Know where Pharaohs were buried and how this changed over time. • Know the difference between how rich and poor people lived and worked in Ancient Egypt (houses, diet, entertainment and jobs) • Know what the Ancient Egyptians believed in – gods and goddesses 	<p>All Know that Ancient Egypt is one of the world’s earliest civilisation Pupils know that the River Nile is important for farming Know who Howard Carter is Know that Tutankhamun was a pharaoh Know what mummification is Know what a pyramid was used for and what it looks like Know what hieroglyphics are Know what the afterlife is</p> <p>Most Know that the Ancient Egyptians existed alongside other ancient civilisations Pupils know the importance of the River Nile for farming Know who Howard Carter is and his discovery of Tutankhamun’s tomb in 1922. Know what a pharaoh is Know who Tutankhamun was Know why the Egyptians mummified their dead Know some of the mummification process Know why the Egyptians built pyramids Know what a cartouche and hieroglyphics are Know some of the differences between rich and poor Egyptian’s diet Know what the afterlife is and can name some of the Egyptian gods and goddesses.</p> <p>Some Pupils know and can explain how important the River Nile is for farming in Egypt Know how archaeologists use artefacts to discover more about Ancient Egyptian life Know how Howard Carter discovered he tomb of Tutankhamun and can retell key parts of the story. Know what mummification is and can explain the process, including why it was so important for the Egyptians going to the afterlife Pupils know why and how the pyramids were built Know about Egyptian life for rich and poor people Know the different gods and goddesses</p>
Year 6	<p>Ancient Greece – a study of Greek life and achievement and their influence on the western world.</p> <ul style="list-style-type: none"> • Know and understand the terms BC and AD and can order key events in Ancient Greek history on a time line. • Know how archaeologists find out about the past and know what archaeology is • Know and understand the term ‘civilisation’ and ‘empire’ • Know about how the Ancient Greek Civilisation and how the empire grew • I know that Ancient Greece is divided into different periods of history • know what a city state was in ancient Greek times • know the differences between Athens and Sparta • know what a democracy is • know what an ancient Greek democracy was like 	<p>All Pupils know that Ancient Greece can be divided into different periods of history Pupils know what the words civilisation and empire mean. Pupils know what a democracy is and how the Greeks were the first to create a democratic citizen Pupils know that Athens and Sparta were two City-States Pupils know that a marathon is named after the distance a messenger ran in the Battle of Marathon Pupils what an archaeologist is and that pottery is an artefact that tells us about the past. Pupils can list 1 event at the Ancient Olympic games. Pupils can describe one aspect of Greek life Pupils can list one achievement of the Greeks</p> <p>Most Pupils know when Ancient Greece were a powerful civilisation and identify key events in their timeline Pupils know where Ancient Greece in on a map and can know that Alexander the Great was responsible for growing the Greek empire Pupils know what a democracy is and how the Greeks were the first to create a democratic citizen. They know who was and wasn’t allowed to be part of the system.</p>

	<ul style="list-style-type: none"> • know the difference between the Ancient Greek democracy and the current UK democracy • know the main events in the Battle of Marathon • know how our knowledge of the past is constructed from a range of sources • Know how we know about the Ancient Greeks through surviving architecture and the discovery of artefacts by archaeologists. • Know about Greek society (food, beliefs- gods and goddesses) and the difference between how men/boys and women/girls lived. • Know about some of the great achievements of key Ancient Greek figures (Pythagoras, Archimedes, Aristotle, Alexander the Great, Socrates, Pheidippides) • Know what the Ancient Greeks did for the Western World (theatre, language, the Olympics). 	<p>Pupils will know what a city-state is and can name some. Pupils know the main events of the Battle of Marathon. Pupils know how archaeology of Greek remains tell us about Greek society including the Olympic games. Pupils know where the Olympic games took place and can list 3 different events that happened there. Pupils know aspects and features of Greek life (food they ate, Greek theatre and myths, Ancient Greek Gods and Goddesses) Pupils can list some of the achievements of the Greeks Pupils can identify ways in which the Greeks have influenced the Western world.</p> <p>Some Pupils know who Alexander the Great is and his role in expanding their empire and civilisation. Pupils can compare the Greek democratic system to that of the UK democratic system. Pupils can compare the city-states of Athens and Sparta and can explain why the Greeks were so powerful. Pupils know when they Battle of Marathon was and can describe key parts of the battle. Pupils know how archaeological remains tell us about the past. They are able to explain key aspects of the Ancient Greek Olympics. Pupils know and can identify aspects and features of Greek life that helped shape Greek society. Pupils know about the Greeks religion and the important Greek gods and goddesses. Pupils can identify and explain ways in which the Greeks have influenced the western world.</p>
Year 6	Black History unit	